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ABSTRACT

With widespread reform of the English grammar and public schools imminent, the development of new structures within the "common" or "comprehensive" schools to assure the continuation of classics and Latin studies is suggested in this booklet. Current educational trends are clarified in articles on: (1) the present situation, (2) the practical problems of reorganization, (3) challenges of reorganization: staffing and courses, (4) humanities for the junior high school, (5) Latin for reading, and (6) classical studies in the Certificate of Secondary Education. Descriptions of the Leicester, Doncaster, West Riding of Yorkshire, and the South East Essex plans are included. (RI)

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JACT PAMPHLET | 2

Classics and the Reorganisation of Secondary Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

The doubt and uncertainty, which at the present time surround the future of the grammar and public schools, have presented teachers of Latin and Classics with an unusually challenging situation. It appears quite possible that many of the schools which traditionally have been and still are the home of classics may cease to exist in their present form during the next decade or so, and their special function of educating the most able boys and girls be transferred to various forms of 'common' or 'comprehensive' school. In some parts of the country new structures of secondary education are already actively being developed.

The questions are as obvious as they are urgent. Does the future of Classics depend on the survival of the grammar school? Can the subject be transplanted successfully? Should new classical courses be devised to meet new circumstances? This pamphlet has been written to make a contribution toward clarifying the issues involved and to give some encouragement to teachers who are facing the imminent prospect of reorganisation. We have in mind particularly that form of reorganisation which involves a two-tier structure of secondary education, introducing a new division of schools at the age of thirteen or fourteen. Some teachers, we know, are opposed to the current plans of this kind on general educational grounds, others, perhaps because they appear to create more difficult conditions for teaching Classics. With the merits or demerits of reorganisation as such we are not concerned here; this question was not within

our terms of reference. But we have appealed to the enterprise and imagination of classical teachers to see to it that their subject shall be firmly established in the schools of tomorrow. The need for action is urgent, for time is not on our side.

In some quarters the view has been put forward that the principle of 'vocational necessity' should determine the place of Latin in reorganised schools. It is a view that we wish uncompromisingly to oppose. If it prevailed, the prospect would be very bleak. Latin teaching would tend to be restricted to a short 'cram' course, given probably in the sixth form and only to those pupils who required a GCE 'O' Level pass for admission to a few arts degree courses at some universities. The educational value of this bare minimum is questionable and as a 'necessity' it is unlikely to survive for long. The argument is most pernicious, however, because it reduces Latin to the level of a minor technical tool for a small number of future undergraduates and abolishes the role which it should have in the general education of many pupils. In reply, we must claim that Latin or, as it might be better named, Classical Studies should be taught in suitably varied forms to a wide range of children; and this not for any narrowly vocational purpose, but because Greece and Rome have played no small part in the making of civilisation, and even more because their influence is still at work and still capable of stimulating human sensitivity, taste and thought. To bequeath this cultural heritage in proper forms is the only purpose which will command a continuing place for Classics in the curriculum. This aim ought to permeate the content and methods of classical courses in the new schools. It is not the monopoly of old-established schools; with imaginative reconstruction the Classics are capable of making a vital contribution to a new 'common culture'.

D. J. MORTON
E. O. FURBER
W. B. THOMPSON
C. W. E. PECKETT
M. W. GOSLING

The Present Situation

Schemes for two-tier reorganisation take various patterns and are currently at very varied stages of development. They range from the Leicestershire Plan which has been in operation for as long as seven years to schemes which are as yet no more than tentative proposals for discussion. Furthermore, the lack of precise information about the number of Local Education Authorities contemplating change and about their plans makes it difficult to describe the present situation with much confidence about the detail; but enough is known to permit us at least to sketch the main outlines.

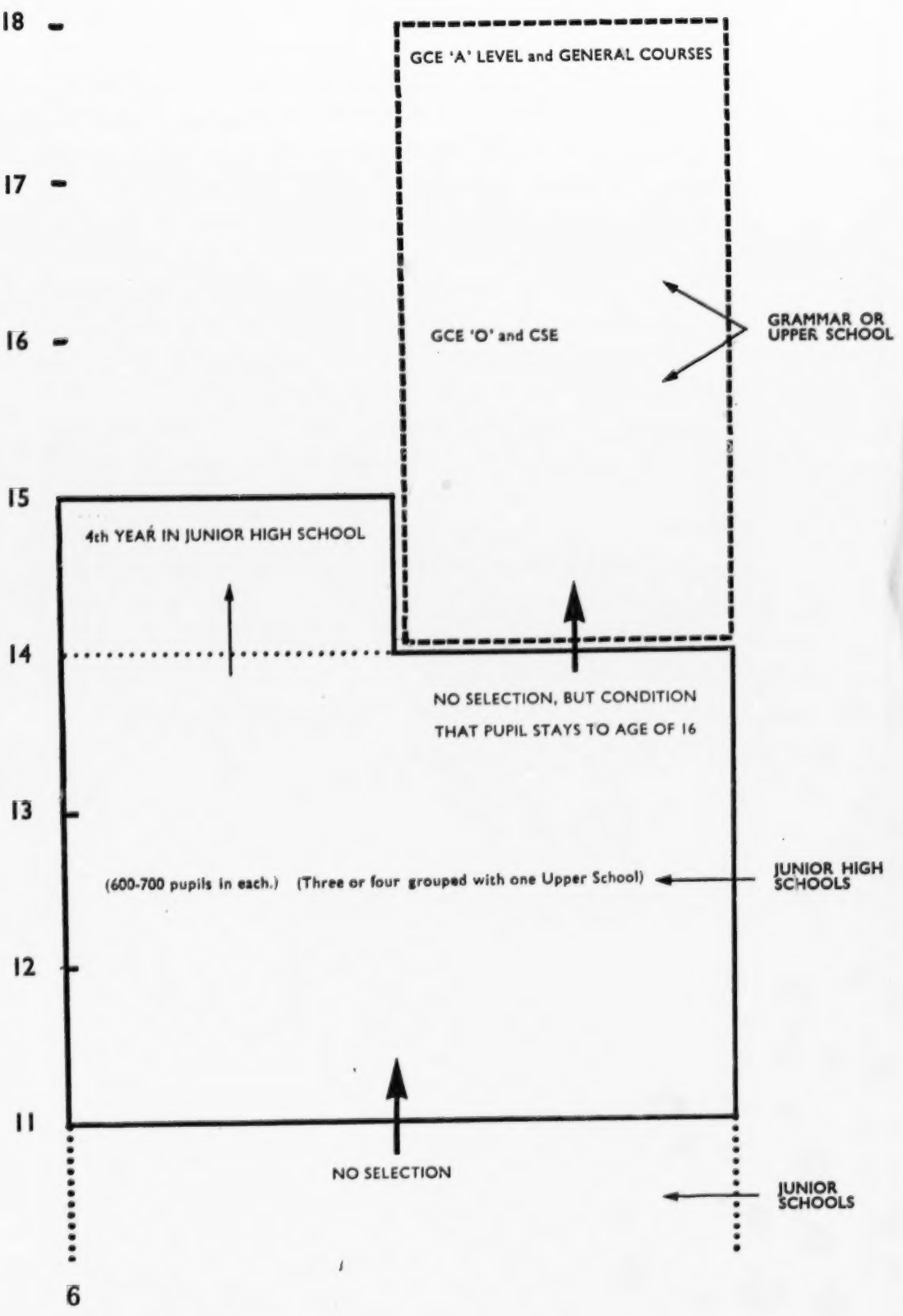
According to the evidence published in June 1964 by the National Union of Teachers ('The Reorganisation of Secondary Education') it appears that at that time, in addition to Leicestershire, thirty-eight LEAs had decided to introduce some form of two-tier system, and fifty either had adopted or proposed to adopt a comprehensive pattern. Thus, approximately 60 per cent of the one hundred and forty-eight Local Education Authorities of England and Wales had departed or were proposing to depart substantially from the familiar tripartite division of grammar/technical/modern schools. Later information, however, suggests that the number is now in the region of 75 per cent, including some of the largest LEAs in the country.

Many of these authorities have not yet fully committed themselves, and some will undoubtedly try to retain their existing grammar schools with as little alteration as possible; nevertheless these figures show clearly that there is widespread dissatisfaction with the principle of segregation of pupils by ability into different schools at the secondary stage or, at least, their segregation at the age of eleven. All the schemes are designed to extend comprehensive education further into or throughout the period of secondary schooling. Division by age will replace

division by ability; and where grammar schools are retained, admission will be by parental choice with guidance from the schools. Support for this new approach has grown steadily during the past few years and is now gaining ground rapidly. The debate is at present being conducted largely at local levels, often with considerable heat and acrimony, but it is also emerging as a national issue, and a statement of policy has recently been made by the government in favour of the comprehensive principle.

The final shape of things to come is impossible to predict at this stage, and some current plans will certainly need to be modified if the Plowden Committee on Primary Education decides to recommend an upward change in the age of transfer from primary to secondary education. An interim report dealing with this question is expected in the early part of 1965. In spite of these inevitable uncertainties, however, we feel that teachers of Classics should be acquainted with the main types of current plans in the interests of informed and balanced debate. These types are set out below in diagram form followed by a brief description and appraisal of their implications for Classics.

The Leicestershire Plan



First introduced by the County Council of Leicestershire in 1957, in some parts of its area, this scheme was the forerunner and inspiration of the movement to introduce a break in secondary education at the age of thirteen or fourteen. The plan not only eliminates the need for selection and segregation at the age of eleven, but also aims to make the principle of parental choice more effective. The main features of the plan are well known and do not require lengthy description.

At the age of eleven all pupils in the age group enter a Junior High School and remain there until the age of fourteen. In the early years provision was made for 'high fliers' to transfer to the JHS at the age of ten and to go on to the Grammar or Upper School, as it is usually called, at the age of thirteen. Initially the proportion in this express stream was about 8 per cent, but it was reduced to 5 per cent in 1962 and the practice has now been discontinued altogether. At fourteen, pupils may transfer to the Upper School. No selection tests are applied. The only condition imposed is that parents should give an undertaking to keep their child at the school at least until the age of sixteen. Those whose parents wish them to leave school at the present statutory minimum age of fifteen remain for a fourth year at the Junior High School. It is expected that when the leaving age is raised to sixteen, all pupils will go at fourteen to the Upper School. When this happens, the Leicestershire plan will become in effect a two-tier system of comprehensive education.

It was, perhaps, inevitable that the first plan of this kind should arouse sharp controversy. Some of the criticism has appeared to be well founded, some has not. The most serious objection probably is to the choice of fourteen as the age of transfer to a new school. In defence of this choice, it has been claimed that it coincides with the beginning of a period of rapid emotional and social maturation, and that the fresh start in a school that can offer a more adult approach reduces the tensions and restlessness frequently encountered in the fourth forms. Whether this is really so or not, there can be no denying that the '14 break' cuts right across the courses of teaching that lead to

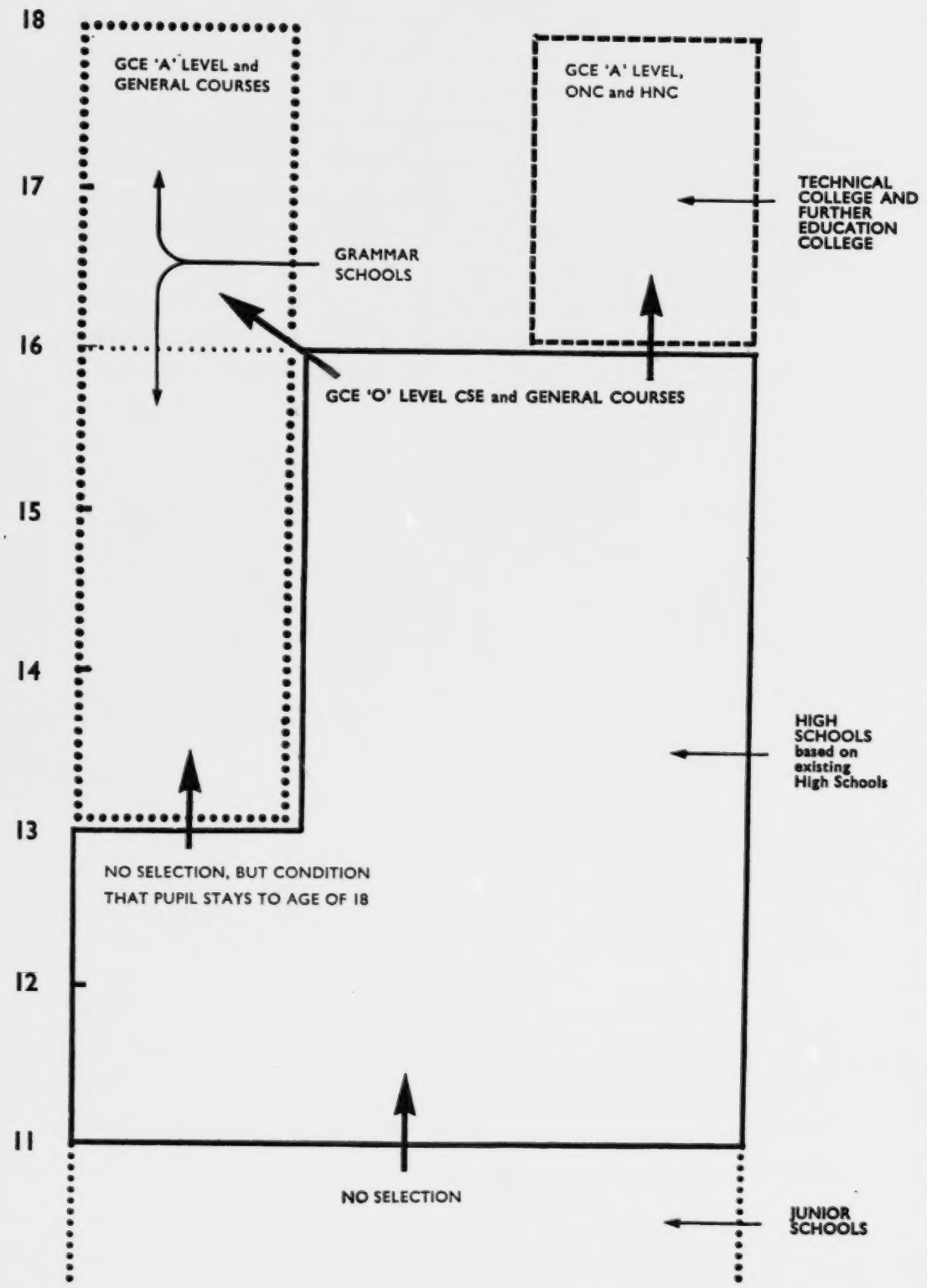
GCE 'O' Level examinations at the age of sixteen. In the case of subjects which are taught continuously through the junior and secondary school, such as English and Mathematics, the objections to an interruption at fourteen are not so great; in these subjects preparation for GCE will be based upon a foundation that has grown in width and depth for a number of years, and work on the examination syllabus may properly be postponed until after transfer to the Upper School; but circumstances are different in the case of subjects which are not normally begun until the secondary stage. The foundations of such subjects as foreign languages, physics and chemistry must be carefully laid in the JHS and carried over the transfer as smoothly as possible. Able children must be given the opportunity to make solid intellectual progress in the JHS if we wish them to perform creditably in a public examination two years later. And this consideration applies very forcibly to the teaching of Latin. If the subject is to be anything more significant than a narrow linguistic exercise to be galloped through in two years by a handful of university candidates, then it would seem essential to give it a place in the curriculum of the JHS and to start it preferably no later than the age of twelve.

But who would teach the foundations of Latin in the JHS? The question of staffing is crucial to the success of any proposals relating to the JHS; and the possibilities are examined at some length by Mr Furber in chapter two and Mr Thompson in chapter three. In Leicestershire, Latin was included in the JHS curriculum in the Hinckley and Wigston areas, and it was found to be possible to appoint teachers who, though their main training and interests lay elsewhere, were qualified to handle the teaching of the first two years of the course.

Solutions to the staffing problem which rely on the services of non-specialists or the peripatetic use of specialists are, we admit, unlikely to be entirely satisfactory; but in schemes which do not transfer pupils to an Upper School until fourteen we must look for what is practicable rather than ideal. Given the goodwill of Local Education Authorities and head teachers, we believe

that many of the difficulties can be overcome. It will also be most important for University Departments of Education and at least a number of Training Colleges to make special efforts to prepare non-specialists to teach the first two years of Latin; and, indeed, if the suggestions made later for a more widely based introductory course are adopted, training courses will have to follow new lines. While the Leicestershire type of reorganisation with transfer at fourteen does not commend itself to us as much as those which transfer at thirteen – in fact we positively dislike its choice of age – nevertheless we think that classical teaching can and should be provided in this situation. With skill and ingenuity, the results may be at least satisfactory.

The Doncaster Plan



Like that of Leicestershire, the aim of this plan is also to remove selection at eleven and to revive the role of parental choice, but it goes about it in a rather different way. At eleven all pupils will transfer to High Schools, where they will remain for a minimum of two years; but at the age of thirteen parents will have an opportunity of sending their child to a grammar school, without the application of any test of ability but on the condition that he shall remain at the grammar school until the age of eighteen. Before making such a commitment, parents will have to consult carefully the staff of the High School as to the ability of their child to profit by an academic or general course lasting five years and aiming in most cases at the Advanced level of GCE. This condition will undoubtedly act as a deterrent, perhaps too strong a deterrent, against over-optimistic assessments of ability, but it will clearly enable Doncaster to preserve the traditional role of the grammar school, while widening educational opportunities.

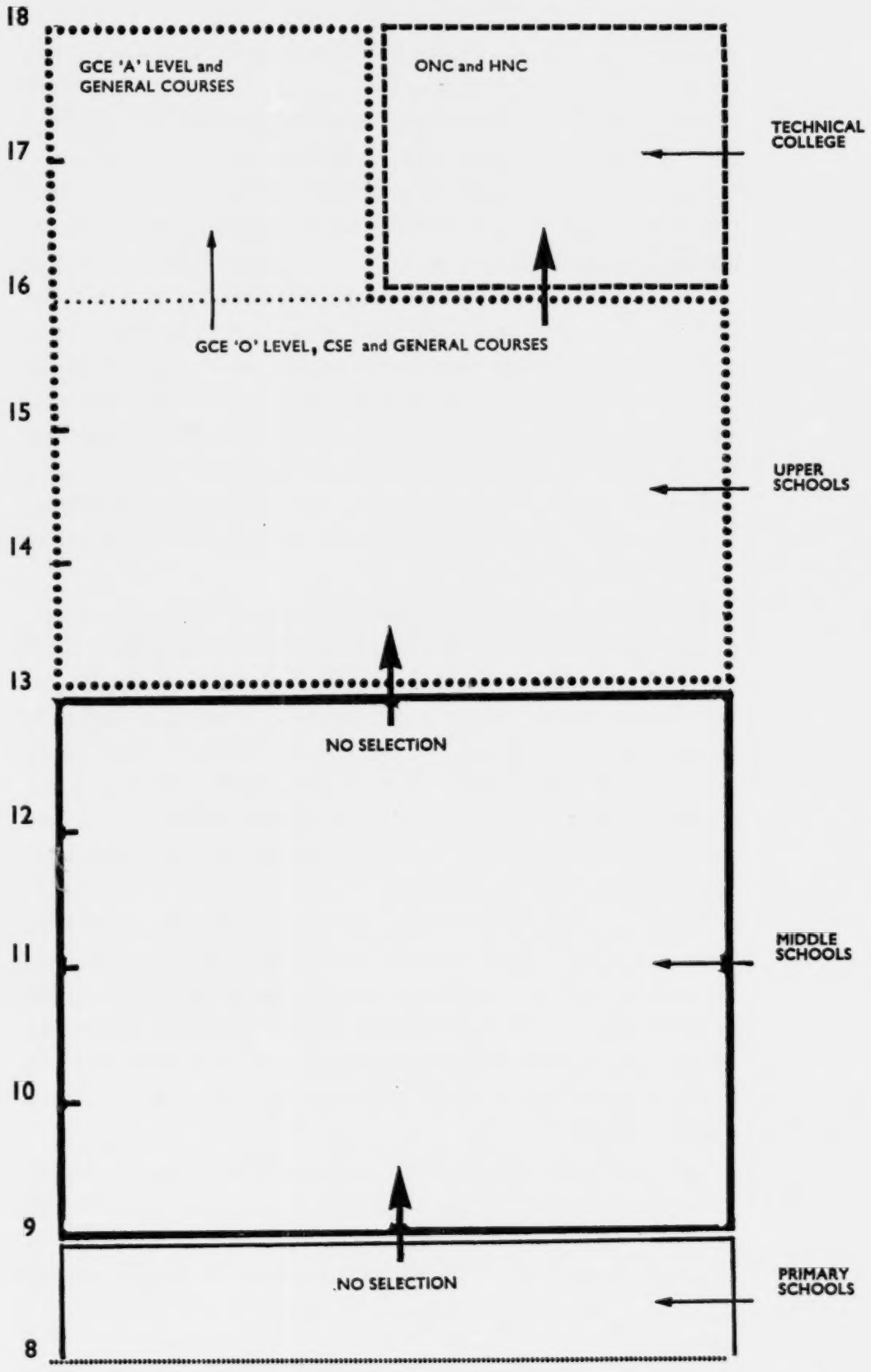
Those who do not transfer at thirteen will continue in the High Schools, and will either leave at fifteen or prepare for GCE 'O' level or CSE examinations at sixteen. Since GCE courses have already been provided in the High Schools of Doncaster for some years, no new policy will need to be introduced; and the door to higher education will be kept open for those who choose to continue in the High School by offering the possibility of transfer at sixteen to the sixth form of the grammar school or to the Technical College, if results in the 'O' Level examinations justify more advanced study.

In the Doncaster scheme, and in all those which adopt transfer at thirteen, a good case can be made for confining the teaching of Latin to the grammar school, where a three year course to 'O' Level could be attempted with every hope of success. Of course, this is shorter than the minimum which at present is usually regarded as desirable, but we are confident that if the present GCE requirements were modified by eliminating composition from English to Latin, the standard of reading skill attainable after three years would be no lower than it is now,

and probably would be significantly better. Indeed, it seems to us quite clear that if thirteen becomes adopted widely or nationally as the age for beginning secondary education, strong pressure will arise for a substantial revision of existing 'O' and 'A' Level Latin/Greek syllabuses to bring them into proper relationship with the new age span thirteen–sixteen, or thirteen–eighteen.

The case for confining GCE Latin to the grammar school in the Doncaster type of reorganisation does not, however, preclude the provision of some worthwhile classical teaching in the High School. There would be much in favour of a general introductory course in classical civilisation to be given in the High Schools between the age of twelve and thirteen; moreover, such a course might not only serve as a valuable preparation for Latin or Classics in the grammar school but also, and this would be just as valuable, it could be continued by those remaining in the High School and lead to a CSE examination in Classical Studies, with or without a component of language. The possibility, envisaged here, of a new form of Classics for the less academic pupil is developed further in Chapters Four and Six; we merely underline here the excellent opportunity afforded by a Doncaster type of reorganisation for widening the base of classical teaching.

The West Riding of Yorkshire Plan



Some unique features distinguish this from other plans. It was devised to meet the wishes of some Divisions in the West Riding which asked for comprehensive education but could not have it in the usual form, that is, in large units containing the age span eleven to eighteen, since they already possessed good school premises which could neither be enlarged economically nor be dispensed with altogether. The suggestion, therefore, was made of tackling the problem by introducing a fresh age division into both primary and secondary education. The Junior Schools would take pupils from five to nine, all would then go to Middle Schools with a range from nine to thirteen, and then again all would transfer to Upper Schools, where they would continue to fifteen, sixteen or eighteen. The separate grammar school would disappear, and comprehensive education would be provided throughout the pupil's school life in units of medium size.

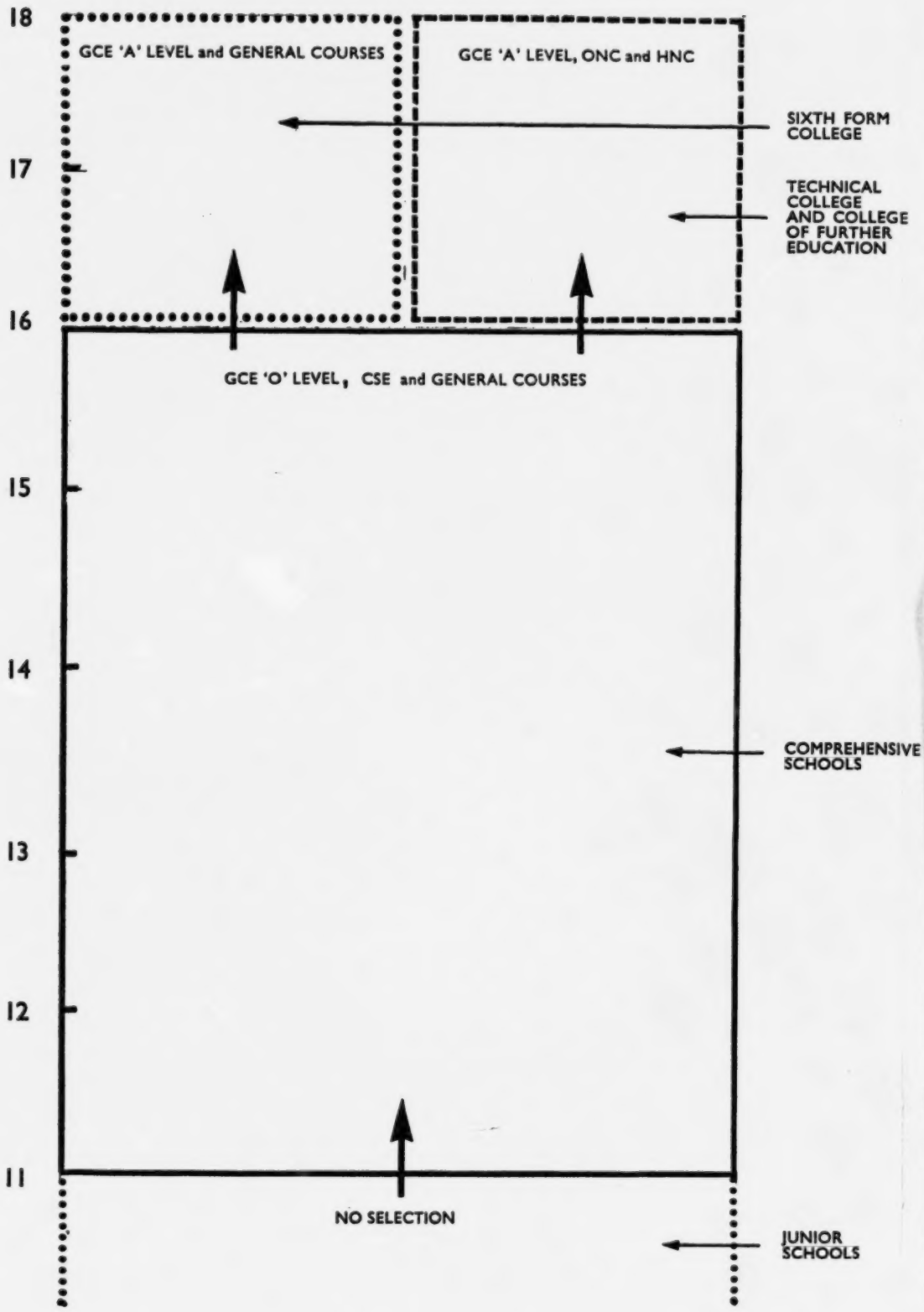
The most important principles of this new division of the stages of school life are that a pupil should spend not less than three years in the Middle School, and that transfer to the Upper School should take place not later than thirteen, in order to allow a minimum period of three years' study in that school before the school leaving examinations. Other arrangements would also preserve this policy. The Middle School could have the range from nine to twelve or ten to thirteen: the final choice has not yet been made.

Since, however, none of these age divisions is compatible with the terms of the 1944 Education Act or its amendments, legislation was required to authorise an experiment along these lines in some areas of the West Riding. It was passed in July 1964. As yet no schools have been reorganised on this basis, but it is hoped to introduce the plan, probably on a small scale, within a year or two.

The case for restricting GCE Latin and Classics to the Upper School is the same as in the Doncaster Plan. A three year course could be sufficient. Similarly, a general introductory course in classical civilisation, without the classical languages, would

hold out interesting possibilities in the last two years of the Middle School. There appear to be no serious practical obstacles to prevent Classics from taking root in this pattern of schools, provided that the courses themselves undergo some reconstruction and that Local Authorities and Head Teachers give reasonable support.

The South East Essex Plan



This is an important variant of the Croydon Scheme. It differs in that the Croydon Scheme allows for transfer at the age of eleven of the top 5 per cent of the ability range to independent and Direct Grant Schools, whereas all pupils in the South-East Division of Essex would go at eleven to one of five fully comprehensive schools. These schools would take pupils up to fifteen or sixteen, offering them secondary courses of a general kind or leading to GCE or CSE. At sixteen those who wished and were qualified to do more advanced work would proceed to a Sixth-Form College or College of Further Education, where courses would be available leading to GCE 'A' Level or other appropriate examinations.

The main problem here for Latin or Classics teaching would be that of securing staff adequately qualified to undertake the full GCE 'O' Level course. In many subjects, and perhaps particularly in Latin, the later stages of the 'O' Level course are usually taught by specialists who also take charge of the Sixth Form work. Teachers with the qualifications usually associated with the fourth and fifth forms of the grammar school might hesitate to look for a post in a kind of school which would be unable to offer the stimulus and satisfaction of Sixth Form experience. Hence it seems likely that Latin in this pattern of reorganisation would generally depend on the services of non-specialists teaching it as a subsidiary subject. At present these teachers normally make their contribution to Latin in the lower forms of the grammar school; but in this situation they would be called on to extend their range to a higher level. If they were to do this successfully, special attention would have to be given to their needs during training in University Departments of Education, since upon them would rest the entire responsibility for making possible any advanced level work in the Sixth-Form College. This development is feasible, especially if one or two specialists could be appointed within a group of such schools to act as leaders of a team; they and their colleagues would be concerned not merely with 'O' Level Latin, but also with devising experimental classical courses for pupils of

average ability. The place of Classics in the Certificate of Secondary Education could be thoroughly tested and explored in this situation.

Regretfully, however, we suspect that Latin and Classics are more likely to be offered in the Sixth-Form College, if at all. In that case we would strongly urge that something more imaginative be developed than a two year 'O' Level GCE course for vocational purposes. No teacher worth his salt will be content to do elementary work alone in an institution for advanced study. A serious attempt ought to be made to offer students specialising in both arts and science subjects an opportunity to take a mature look at the cultural roots of modern civilisation. To be properly balanced such a course would include Classical, Medieval and Renaissance culture; it would be as much concerned with ideas expressed through art and architecture as with literature and history; it would need time, skilfully devised teaching methods, and generous equipment with visual aids and reference facilities; it would also require the participation of several specialists working closely together and with an agreed aim in view. This possibility should receive careful consideration, especially in the Sixth-Form College, where we may expect the claims of specialisation to be balanced by at least some broader and essentially non-vocational study.

D. J. MORTON
Department of Education
Nottingham University

The Practical Problems of Reorganisation

If the two-tier system is adopted at all widely as a means of introducing a comprehensive form of secondary education, many Latin teachers will have to face far-reaching changes in the organisation of their work and will be challenged by these changes to think afresh about their aims and methods.

Elsewhere in this pamphlet it is suggested that reorganisation will provide an exciting opportunity to offer to a much larger number of children some acquaintance with the classical civilization and the debt which we owe to it. To take this opportunity will be an important part of our response to the challenge. The immediate problem, however, for many teachers will be to adjust to a new framework the existing courses provided by the grammar schools and to ensure that adequate opportunities exist for able boys and girls to continue the study of Latin or Classics.

How will a two-tier system affect a course of study which has hitherto been confined to a single school? Will the Junior H.S. headmasters introduce Latin into their schools? Who will learn it? Who will teach it? How much time will be allotted to it? What standard will be reached on entry to the Senior H.S.? Will progress in one Junior H.S. vary from that in another? What proportion of those who study Latin in the Junior H.S. will continue to do so in the Senior H.S.?

The answers to these questions will depend on many things: the attitude of the local Director and of individual headmasters, the type of reorganisation which is adopted, the previous status of classical studies in the schools affected, the attitudes of the existing Latin teachers, the extent to which the group of schools can work together in responsible co-operation.

TRANSFER AT 14

Let us first consider the system which requires transfer at 14. If the teaching of Latin is to have any real educational value, the course must be begun in the Junior H.S.; since the total amount of Latin teaching in the Senior H.S. will almost inevitably be less than that in the existing grammar schools, there will have to be some redeployment of our present Latin teachers, and additional Latin teachers must be found to cope with the small amounts of Latin which will be required in each Junior H.S. There will certainly be difficulties, but they are not insurmountable, given goodwill on the part of administrators and teachers themselves.

The responsibility for instituting and organising a Latin course in a Junior H.S. rests with its headmaster, but the success of any two-tier system depends on close co-operation between the stages, and where an existing grammar school is being incorporated, its Latin teachers have a vital part to play: they alone will not have any existing counterparts in the Junior H.S., and their experience will be of particular value in initial consultations and in giving assistance when teachers who have had no training in methods of teaching Latin are appointed to a Junior H.S.

STAFFING THE JUNIOR HIGH SCHOOL

The first problem which a Junior H.S. headmaster has to decide in connection with Latin is who is to study it and who is to teach it. It is to be hoped that Junior High Schools will be sufficiently large for the whole of the top-stream to study Latin with profit; this stream will still cover a fairly wide intelligence range (like a single-stream grammar school), and some of the pupils may well abandon the study before 'O' Level. The teacher will therefore have to ensure that the Junior H.S. course provides a satisfactory sense of achievement (cf. T. H. Rowland in 'Re-appraisal', Supplement to 'Greece and Rome', Vol. IX, No. 1, March 1962). Most headmasters will naturally wish to be free to change the constitution of the

streams during the first year, and will therefore confine Latin to the second and third years; the question immediately arises – where can teachers be found who are able to teach Latin and willing to do so for only 8 – 10 periods each week? Since it is hardly likely that a Classics specialist will divide his time between three Junior High Schools, the general solution will probably be for Latin to be taught by a French, English or History specialist, and it is certainly possible that an able modern language teacher might prove more inspiring than a classic who has not progressed beyond the method of grammar-grinding. In some schools the Latin teacher's time-table might be supplemented by the Classical Studies course as outlined in Chapter Six; in certain areas, particularly where two or three schools share the same campus, it may be possible for the Latin teachers of the Senior H.S. to teach also in the Junior H.S., for many Latin specialists will be loth to give up teaching the initial stages, and it will obviously solve the problem of continuity if teachers of the Senior H.S. are in continuous contact with the work of the Junior H.S. Furthermore there is the inescapable fact that the amount of Latin teaching in the Senior H.S. with admission at 14 will be considerably less than in an existing grammar school.

CO-OPERATION

Most education authorities are genuinely anxious that the standard reached by the ablest pupils shall be no lower than that set by the grammar schools, and it is clear that this standard cannot be maintained unless there is effective co-operation between all the schools. With a transfer at 14 the change to the Senior H.S. takes place less than two years before the date of external examinations, and it would have a serious effect on standards if it were necessary to spend the first term in the Senior H.S. discovering the pupils' knowledge and in acquiring a common point of achievement.

Initial co-operation between the associated schools will begin many months before the actual introduction of the scheme;

during this time the provision of Latin teachers for the Junior H.S. will have to be discussed. It will sometimes happen that a teacher, willing to undertake a few periods of Latin, has received no training in Latin method and feels the need to refresh his knowledge of the language. If this need becomes general, we hope that some Training Colleges will recognize their opportunity to include a course in Latin and Classical Studies; meanwhile there is generally no one to whom such teachers can turn except the classical teachers of the grammar schools; some prospective teachers of Latin will welcome the opportunity of observing in the grammar school the initial stages of Latin teaching which they themselves are about to undertake in the Junior H.S.

It will also be necessary for the Latin teachers, once they are appointed, to work out a common syllabus; it will be desirable though not essential for the associated Junior H.S. to work from the same textbook; it is certainly necessary that a decision should be made on how much Latin a pupil is expected to know before transfer, and it is to be hoped that headmasters will allot comparable amounts of teaching time in each Junior H.S. Aims and methods must also be considered (this is by no means confined to areas where reorganisation is taking place). In a Junior H.S., where each class covers a much wider range of ability than in a grammar school and where the pace may consequently be somewhat slower, it would be an act of folly to devote time to translation into Latin; comparatively few would gain satisfaction from this exercise; some of the pupils will abandon Latin on entry to the Senior H.S. (unless there is a C.S.E. or Classical Studies course), and the emphasis in the Junior H.S. must surely be on development of reading skill – a theme further emphasized by Miss Gosling in Chapter Five.

Once the syllabus has been formulated and the course introduced in the Junior H.S., the necessity for co-operation does not disappear, but its nature will vary with circumstances. One Junior H.S. may have an able Latin teacher, in another an inexperienced teacher may be appointed who will have to look

for advice and assistance to his colleagues in the other schools. Special co-operation will also be essential when pupils transfer to the Senior H.S.; many months before, they will need guidance on whether to continue the study of Latin, guidance not only from the teacher who has seen their progress in the Junior H.S. but also from the staff of the Senior H.S. who know what courses of study will be available.

It is precisely in this question of opportunity for co-operation and consultation between staffs that the difficulty lies. In a grammar school a junior teacher is in constant touch with his head of department, whereas in the two-tier system schools may be a couple of miles apart, and contact between the staff must be a matter of pre-arrangement. Officially arranged termly meetings are insufficient. Is it too much to hope that teachers be encouraged to visit each other's schools? It is obviously of value if the Senior H.S. teacher has at least a nodding acquaintance with the pupils who will come to him, and a Junior H.S. teacher may well wish to see how his previous pupils are progressing. Visitors to schools are traditionally suspect, but if the relationship between Junior H.S. and Senior H.S. is such that mutual visits are resented, then the two-tier system will be a failure as far as pupils are concerned, however much administrators may acclaim its success.

TRANSFER AT 13

In a system of reorganisation where the transfer takes place at 13, the problems for Latin teaching are of quite a different nature. However much we may dislike our 4 - 5 year course being reduced in length, and however much we may feel that standards will fall, it seems doubtful whether Latin will find a place in the Junior H.S. Many headmasters would refuse it in the first year, and is it worth all the difficulty of finding teachers for 4-5 periods of Latin in each Junior H.S.? Only if the associated schools were on the same campus would it be feasible. However, the effects of the reduction in length of the course can be mitigated.

First it would clearly be of immense advantage if the course of classical studies outlined by Mr Thompson in Chapter Three were used in the Junior H.S. Apart from the gain to those who never study the language itself, much time will be saved in the Senior H.S. if pupils have already heard of the myths, legends, people and events of the classical world. A greater proportion of time can then be devoted to language study in the Senior H.S.

Next we must take a close look at our aims and methods. The time-consuming translation of disconnected and often nonsensical sentences into Latin must go, and the time be spent on reading Latin. It should be possible to start reading an original Latin author after eighteen months, and a very worth-while course could be made from such books as Duff's Selection of Cicero's Correspondence, Lightfoot's Cicero and Catiline, and the Roman World series on Pliny, Catullus and Virgil, as a preparation for the alternative unseens at 'O' Level.

E. O. FURBER
Senior Classics Master
Pate's Grammar School
Cheltenham

Some Challenges of Reorganisation: Staffing and Courses

Of the many challenges thrown up by the present enthusiasm for reorganization I want to look at two. The two problems and their solutions are complementary and closely related. One concerns the staffing of the Junior High School, the other concerns the nature and length of the courses in both the Senior and Junior High Schools, but especially in the latter.

Let me take the second problem first, for I believe that not only does it provide the key to the solution of the first but it also offers an opportunity for a positive advance in our whole conception of Classical Studies. If there is to be a division of schools by age within the range we are accustomed at the moment to consider appropriate in the Grammar Schools for the study of Latin, then we should try to devise courses that will suit the new pattern. In other words, we have the opportunity to work out two courses, the one in the Junior High School preparing the ground for that in the Senior High School. The course in the Senior High School will be shorter than the four-year course at present common in Grammar Schools. Is this a serious loss? I do not think so, provided that we streamline our teaching and revise our syllabus so that the work of the course is directed to the real end of Latin teaching, which is surely the reading and understanding of Latin. Composition is indeed one of the means to this end, but it is not the end in itself.

Nevertheless in present circumstances, partly because of the Ordinary Level examination papers and partly because of a somewhat insular tradition, half (or more than half) the time of a four-year course is spent in writing Latin (or in failing to do so), an expenditure of time quite out of proportion to the inherent importance of the exercise. If we were to reduce by

only half the periods we now spend on translating dull and pedestrian English into equally unsatisfactory Latin, and if the weekly time-table allowance remained as at present, we should be able in a *three*-year course to achieve the same amount of reading as in the present *four*-year course. Any reduction over and beyond this would mean that we could actually *increase* the amount of time for reading Latin. It is not merely that writing Latin takes up too much time, but that it unhealthily dominates our whole approach and thinking about the teaching and testing of Latin. With more attention to the training of reading skills (see Chapter Five) we should find our pupils could read more Latin with fuller comprehension than in the present four-year course.

And what about the course in the Junior High School? Here I suggest something largely new. It is in the Junior High School that, if there are to be willing takers for Latin or Classics in the Senior High School, enthusiasm must be engendered. The teachers in this course should be keen, willing, and able to give all (or nearly all) of the pupils some idea of the classical world – its history, mythology, architecture, and so on –perhaps even including some elementary notions of our linguistic debt to Greece and Rome. Some of this is already done in an unrelated sort of way by teachers of English, History, Art, and so forth. The apparent loss if Latin becomes a three-year course in the Senior High School would to my mind be more than made good by the opportunity thereby offered to introduce this two-year course in Classical Knowledge in the Junior High School. Instead of only an intellectual elite having the privilege of some systematized knowledge of the Classics, we should be providing something which would be helping forward some of the most worthy purposes of the 'Common School'; not only should we be providing co-ordinated teaching of what is a vital part of our cultural heritage, but we should be making this heritage available for all, and not just the few. We should be assisting in the integration of our educational curriculum and of our own civilization.

Upon this two-year course of two or three periods a week in the Junior High School would follow the three-year course of four or five periods a week in the Senior High School, leading to Ordinary Level (or C.S.E.) in Latin or Classical Studies. Which of these were actually taken would depend in large part on ability, but any idea that these courses, and particularly Latin, were only to be taken by pupils for whom they were 'vocationally necessary' must be got rid of. 'Vocational need' must not be the chief support for either Classics or Latin in the school time-table. It would therefore seem desirable that the Ordinary Level syllabus should be reconstructed (or at least an alternative syllabus be produced) on the basis of such courses as I have suggested, viz. two years' Classical Knowledge in the Junior High School and three years' Latin in the Senior High School. Moreover, many who now take no Latin would be able to take Classical Studies in C.S.E. (Of the syllabus for this Mr Morton has written in Chapter Six.) This is an integral part of the 'reorganization' so far as Classics is concerned.

There remains the problem of staffing. In existing grammar schools we find considerable variation in the staffing of the Classics or Latin departments. There are the schools which have a large and well developed department with several teachers; but much more commonly one teacher, with occasional help from a non-classical colleague, has to cope with all the Latin teaching. Hence the special problem which arises so acutely for the Classics in schemes of reorganization. One teacher cannot easily be divided between two schools just because the age division between the schools happens to cut through the Latin course. But the situation is in fact more complicated than even this might suggest since the Junior High Schools are generally planned as smaller schools and therefore there are usually two or three feeding each Senior High School. The existing teacher would therefore need to be divided not between two but among three or four schools. There should be, and indeed there are, experiments in the use of peripatetic teachers, but this is to meet an emergency rather than to solve the problem finally.

Much depends on whether the dividing age is 13 or 14. The latter age creates immensely more serious problems than the former. The three-year course in Latin beginning at 13 can be conveniently placed in the Senior High School which starts at 13, but it would be most awkwardly placed astride the division caused by the Senior High School which starts at 14. To teach the first year of a three-year course year after year as the only Latin in a Junior High School which ends at 14 would be a particularly unsatisfactory kind of job for almost any teacher. To return then to the division at 13, which fits the courses so nicely, we must consider staffing. In the Senior High School there is no real difficulty. There would be a little less teaching of Latin, because of the shorter course. (This would be more than compensated by the additional time needed to put on a C.S.E. Classical Studies course for those not doing G.C.E. Latin.) For the Junior High School course there is greater difficulty. The teachers for such a course need not be classical specialists, but they would generally need a certain amount of special training. For those coming newly into teaching, the task of training would lie with the Training Colleges or the University Departments of Education. For those already teaching, special courses would need to be provided, probably by the Institutes of Education with the help of University Departments of Education, University Departments of Classics, Local Education Authorities, and practising teachers. (An experimental and pioneer course, for example, is being given in Leeds in the Spring and Summer of 1965). There is, I believe, a not inconsiderable reservoir of teachers, who are not themselves classical or even Latin specialists, but who have had contact with Classics in some form at their Training Colleges or Universities. The courses in Classical Civilization now available in several Universities may help, and similar courses could well be provided in some Training Colleges. Such teachers would have a valuable contribution to make towards the integration of

Classics teaching, an integration which in the recent past has all too often been lacking in the Latin course offered in so many Grammar Schools.

Neither Mr Morton's C.S.E. suggestions nor mine are precise blue-prints. They are not meant to be. But they are indications of the radically new approach which 'reorganization' gives us the opportunity to adopt in thinking out our syllabuses. We must not begin by saying 'The Universities – or any other scapegoat – will not accept this if it does not include five sentences from English to Latin' or something of this sort. We must ask ourselves what is important for boys and girls who are being educated at the secondary level to achieve in the field of Latin or Classical Studies. This must be our goal. We may not all agree in every detail, but we must not let petty disagreement wreck the attempt. And we must in fairness to ourselves and to the whole educational system cut out what is not really and truly useful for the purpose and aims we set ourselves. If our own Classical studies have meant anything to us, surely they have meant that we can distinguish that which has genuine value from that which lacks it.

W. B. THOMPSON
Department of Education
Leeds University

What should the classical syllabus in the Junior High School contain? The pupil who has studied the language will have had the key to a great literature put into his hands, even if he cannot turn it fully in the lock. Even if his study of derivations has been only superficial, he will at least have learnt something of the connotations of English vocabulary, and so be a little more able to appreciate English literature. What shall we offer to the pupil who does not learn the language?

We turn inevitably for an answer to classical background and literature in translation but, we suggest, with a special purpose. Our aim should not be just to give our pupils a nodding and haphazard acquaintance with things Greek and Latin, not merely to teach them how women dressed their hair or what Socrates ate for breakfast, but something much deeper than this. We must show them, and help them to appreciate, those parts of Greek and Roman culture which became the bases of Western Christian civilization. In so doing we may be able to restore the communication between artists of all kinds and their audiences. This aim will at once dictate our choice of material and the way we approach it. The bases of Western Christian civilization are those myths and historical events which have made such a significant impact on the minds of men as to produce lasting institutions and works of art. In our syllabus, therefore, the Tale of Troy will be more important than the story of Icarus, however well Ovid may have told it, and the Persian Wars more important than the Peloponnesian and, let us face it, things Greek more important than things Roman. Our approach will be to tell our pupils these stories, and show them what impact they had on the minds of men, and what institutions and works of art arose from this impact. If we are adventurous, and we

have made the class sufficiently enthusiastic, we may be able to find out what impact such things have on the minds of our pupils, by getting them to respond creatively to them. We might, for instance, tell them of the invention of the alphabet, and about the Babylonians, Phoenicians and Greeks who developed it. We might read some of Herodotus' stories about the Babylonians, and get the class to make up similar ones. We might read the Babylonian and Biblical stories of the Flood, and also the Chester Miracle Play, and then listen to Benjamin Britten's little opera. We might tell the Tale of Troy, read parts of the Iliad and the Aeneid, and then say to our pupils, 'Now, put yourselves in that wooden horse. Tell us what happened to you.' Such a syllabus has been in practice in my own school for many years, and it has produced striking results. It is ambitious,and covers during the first three years of a boy's life in the school not only the Ancient World, but also the Middle Ages and the Renaissance. For many of the pupils we have in mind here the syllabus would have to be considerably adapted and curtailed, but not, we insist, watered down. The literature and other works of art it contains are so great as to have a fundamental appeal to all without simplification. Let us not underestimate the impact that the first rate can make on even the lowest intellect of the young, provided that it is not clouded by our own sophisticated difficulties. Pupils in the B stream of a Girls' Secondary Modern School have been reduced to tears by a reading of the Death of Hector from the Iliad in a suitable translation. Suitable translations are, of course, the crux of the matter. They would have to contain the essence of the original expressed in a style suited to the age and abilities of our pupils and the mood of their generation. Such translations might give offence to some scholars, but if they gave real joy to our pupils, would that matter?

At the Monkmoor Secondary Modern School for Girls in Shrewsbury, this syllabus has, in fact, been adapted with great success to the needs of pupils of varied ability. Three years are spent on the Ancient World, which is covered in one year in the

grammar school syllabus. Much of the same literature is read, but care is taken to make it more concrete. The story it contains is always fully understood before the literature is read; the class is read to rather than doing the reading itself; plays and mimes derived from the literature are acted; more emphasis is put on the social surroundings; the girls make models and paint pictures; some of them produce poetry.

These examples of work in Humanities drawn from the experience of a Grammar School and a Secondary Modern School, indicate the flexible approach which would be possible and, indeed, essential in a Junior High School, whose pupils would, by definition, cover all the normal range of ability.

To examine such a syllabus might well endanger its whole purpose, but an examination on the lines of the C.S.E. would do less harm than one geared to G.C.E. A syllabus along these lines might offer the non-linguist an exciting and rewarding experience. Indeed, he might get the better of the deal. England badly needs a new Renaissance. The old one was brought about by a fresh impetus from classical culture; can it not be done again?

C. W. E. PECKETT
Headmaster
The Priory School for Boys
Shrewsbury

Latin for Reading

'The study of Kennedy leads on to the reading of Virgil; this is just one more of the ordinary processes which are taking place around us daily, whereby small beginnings eventually bring us to something exalted.' Words to this effect were spoken at our recent Harvest Festival Service in school. I was grateful for them, and yet how seldom they are true. If only we could teach grammar with this aim and reach the point where our pupils could read more Virgil. I believe that given new emphasis and new techniques we can help pupils to reach this goal more successfully, and at the same time take a realistic view of the progress they can make and the examinations for which we must prepare them.

Impending reorganisation is inevitably calling for rethinking of both curriculum and method. Latin may find itself in a more precarious position than almost any other subject. It is doubtful whether we shall be able to provide adequate opportunities for pupils to begin Latin as early as they do now, and the quantity of Latin teaching may be considerably reduced, even though efforts will be made to avoid this.

If change is both desirable and inevitable, what should be the aim of Latin teaching, and can we find one that is practicable within the limitations both present and imminent? The ultimate desideratum is the ability to read and to enjoy reading (for my pupils I would say Virgil), and the more immediate aim must be the building up of reading skill as a means to this end. Latin can no longer be taught as a mental exercise, nor can it survive much longer if taught as an examination subject for purely utilitarian reasons; Latin has every reason to be taught for its own sake, and Virgil is one of its most prized possessions. A language must be heard, spoken, read, and Latin

must be all of these, with the emphasis on reading. Good reading, oral reading playing a vital part, is the only path that leads to real comprehension, without which there can be no appreciation or enjoyment, the most desirable things we can help our pupils to find.

How best can we build up this reading skill? We must switch the emphasis and make the acquisition of reading skill the aim from the start. We must concentrate all efforts on this and develop suitable methods and techniques. If necessary, sentences and prose composition, valuable as they may be in some ways, must go. We could retain some as a teaching technique, and many would contend that they were indispensable, but they are not in my view essential to the aim. Often such skill as is acquired transfers very little to translation, as the study of examination scripts reveals only too clearly. Reading skill can be built up without undue emphasis on prose composition (and 'O' Level passed even in its present form). Skill in translating is for many pupils easier than skill in writing Latin, and is more profitable and desirable. Let me add here that there is a vital distinction between reading and translation. We must not look upon translation as an end in itself but as an essential part of training to acquire reading skill.

I turn now to the practical means of reaching this aim. If pupils are to learn to read more Latin, they must have Latin, not English, in front of them from the start, and must hear it read and speak it aloud themselves as much as possible. In the very early stages approach should be made *via* single words, pairs of words and simple groups and sentences, to ensure early grasp of the inflectional nature of the language. Quicker recognition of words and endings will lead to greater facility to understand, read, translate. The very nature of Latin makes mere surface or vocabulary meaning hopelessly inadequate, and the piecing together of a sentence from this angle, sometimes successful, will more often wreck comprehension. For words derive most of their significance from their relationship with other words, and it is this that many pupils fail to

recognise. Advance needs to be rapid, but controlled in order to ensure a sound grasp of inflection and how it reveals the thread of meaning which links words together.

Reading also should be carefully graded, and the simple sentence, simple story stage cannot be omitted without grave risk. Whilst speed is most desirable, wild guessing with no grammatical basis can creep in all too soon with devastating effect. There is undoubtedly a place for intuition (would that some pupils had more!), and for guessing, provided they are based upon both grammar and common sense, but wrongly used they can lead to serious inaccuracy and become a chronic complaint which will continue to hinder progress. We need to inculcate early an awareness that *superavit* is not *superabit*, and later that *victor* is far from being *victus*, and that only right interpretation of such words will enable one to grasp the right end of the stick. Such awareness will best be fostered by concentration in the first stages upon the meaning of the Latin word, for example *laboraverat*, rather than by wrestling with putting into Latin 'he had worked.'

We can awaken interest in language by constant reference to other subjects, and to this Latin lends itself as much as any subject. English, History, Geography, Languages, Science, Mathematics all offer ready points of contact. Some pupils have little natural interest in words or innate feeling for language. These are the ones who are most likely to fail to comprehend. We can draw them away from this hindering attitude: the study of words can widen a pupil's interest in the mother tongue and deepen comprehension of it.

In translation we must insist upon good, sensible English. Many strange expressions creep in simply because it is translation. Textbooks do not always help: they present too many examples of clumsy and absurd English. We cannot emphasise too soon that these are not correct.

Possibly we need more books, both course books and readers, for our pupils need much experience of reading synthetic and simplified Latin before we can wisely introduce them to authen-

tic texts. We naturally want to make this introduction as soon as possible, but if premature it can kill instead of inspire. Because readiness is so vital we cannot afford to skimp or despise the preparatory training. Perhaps we could use existing books more profitably with imagination and inventiveness; and to discard the dull ones would help. There is, all the same, sufficient material available to provide an excellent basis for introduction when the time comes. Technique plays a large part in holding attention: questions and answers in Latin are likely to provoke more thought and response than some other types of exercise. Time may be wasted in writing out corrections, especially of translation; more benefit would be derived from re-reading aloud in Latin once comprehension has been achieved. Only discussion will really reveal understanding, especially of passages which seem to defy translation, and at a later stage reading aloud will often suffice to point out an error; and ideally no English is needed at all.

This method may not always succeed; human limitations are involved. But I have found it to work, and the greatest appreciation and love for Virgil shown in a Fifth Form has resulted in larger numbers than ever before studying Latin in a Sixth Form. If our pupils hear and read aloud more Latin, they will learn and recognise more Latin, and will inevitably understand more, enjoy more, want more.

M. W. GOSLING
Deputy Headmistress
Keighley Grammar School for Girls

Classical Studies in The Certificate of Secondary Education

Introduced this year for the benefit of children in the upper and middle streams of secondary modern schools, the new Certificate of Secondary Education is intended for a range of ability extending from just below average up to and including those capable of a minimum pass at G.C.E. 'O' Level. Not surprisingly, when the programme of subjects was being planned, neither Latin nor Classics was explicitly mentioned, probably because it was assumed that there would be no demand at all for them. In view of the difficulty and failure traditionally associated with these subjects, even among pupils of much more than average ability, this assumption would appear to be eminently reasonable. There is no systematic teaching of Latin and probably very little of 'classical background studies' in secondary modern schools. Why, then, try to introduce them now? A few teachers in grammar schools who foresaw that C.S.E. might have something useful to offer their less able pupils raised their voices in protest against the omission, but except in one area their voices have so far gone unheeded.

The exception was in the East Midlands, where the C.S.E. Regional Examinations Board itself took the initiative in setting up Classical Studies Panels and invited teachers to make suggestions for a suitable syllabus and examination. The result has been the inclusion of Classical Studies in the Certificate, and the first examination will be available in May/June 1965.

Two guiding principles were used by the Board in planning this syllabus. First, it was thought that a language component should be included for some, if not all candidates. Any grammar school interested in the Certificate would probably submit candidates who already had acquired some knowledge of the

Latin language. Secondly, it was assumed that the literature and culture of the classical world might be explored profitably through the medium of good modern translations. To quote from a memorandum submitted to the Board by a group of teachers: 'The humanity of the classics does not depend so heavily upon the original languages that it cannot be conveyed at all adequately through English. Admittedly the unique flavour and precise shades of the meaning of the original cannot perfectly be conveyed. This is a loss. But it is a tolerable loss in a course of this kind'.

These principles led naturally to two syllabuses. The first, called simply 'Latin', will be examined by a language paper and another which tests knowledge of Roman life and literature. The examination will depart from established custom in several respects; perhaps the most conspicuous novelty will be in the language paper, where composition from English into Latin will be optional and a very full vocabulary will be provided to which the candidate may turn for help with any question. At least one of the passages of Latin will be tested not by translation but by comprehension questions alone. No set books or selections of Latin will be prescribed. The marks for the examination will be divided 50/50 between the two papers. The second paper will have two sections, the first offering a wide choice of questions about public, social and private life in the first centuries B.C. and A.D., while the second will contain questions based on prescribed reading of Latin authors in translation. For example, Virgil's Aeneid Books 1–6 and a selection of Pliny's letters are set for 1965 and 1966. In this section the candidate's knowledge and ability to express it will be tested both by questions requiring short answers of a factual kind and by others of a broader nature requiring somewhat longer answers. Again, the choice will be generous and the questions framed so as to discover what the candidate knows rather than what he has failed to learn. There will be no context questions.

The second syllabus, which takes the title 'Greek and Roman Life and Literature', will focus attention on the fifth century B.C. in Greece and the first centuries B.C. and A.D. in Rome. No knowledge of Latin or Greek language will be required. As with the first syllabus, the examination will consist of two papers, each carrying 50 per cent of the marks. The first paper will present a wide range of questions covering the better known myths and legends of Greece and Rome, public and domestic life, events and personalities in the stated periods. Social questions will embrace religion, visual arts, architecture, political institutions, science, theatre and public shows. Teachers and pupils should enjoy considerable freedom to follow their own lines of interest in this paper. The second paper will test knowledge and understanding of the prescribed literature in translation. Questions will be concerned with a general grasp of the content of the works rather than with scholarly detail or the identification of contexts. The works chosen for the first two years are Sophocles' Theban Tragedies, a large part of Homer's Odyssey, the first six books of the Aenied and selections of Pliny's correspondence. One other feature of the non-language syllabus deserves mention. Course work may be submitted in place of any part of the examination provided that detailed proposals are submitted and approved at least twelve months beforehand. This again should encourage some teachers to develop their own projects, possibly based on the study of local Roman sites.

As yet the syllabus that I have described here is unproved by experience, and may be considerably modified before reaching a fully satisfactory form. Clearly, also, the introduction of C.S.E. to run parallel with G.C.E. courses, in whatever subject or kind of school, will pose problems of management. Perhaps the most difficult of these will be the selection of pupils for the appropriate course and the timing of that selection. For those near the top and those below the middle of the ability range the choice will generally be obvious ; but between these groups there will be a border zone of ability where selection may not be easy

even at the age of thirteen. It may be that those schools which receive their intake at thirteen will try to accommodate transfer between the courses for the first two or three terms. Where the intake is at the age of fourteen, however, selection will probably have to be made at the previous stage, in the Junior High School, and consultation in this matter between the schools will be of the utmost importance.

The problem has to some extent been eased by the fact that a number of professional bodies and a few universities, including Oxford, have declared their willingness to recognise a good pass (Grade One) in C.S.E. as equivalent to a G.C.E. qualification. If other universities and professions follow this example and thereby establish the status of the new examination, one of the most difficult aspects of selection for courses will be overcome. One hopes, however, that, even if for some pupils the choice is deferred for a short time after entry to the Senior High School at the age of thirteen, an opportunity will be given to others of embarking on C.S.E. Classical Studies immediately. For, if the course were begun only in the second year, it might be confined in practice to those who had done the first year of the G.C.E. Latin course. Such restriction would defeat the main purpose of C.S.E. Classics.

The best general arrangement might be found along the following lines. Let the Latin course which has G.C.E. 'O' Level in view commence at the age of twelve, wherever possible, or at thirteen at the latest. Normally it would be confined to pupils in the top ten or twelve per cent of ability. Let a C.S.E. course begin at thirteen for as wide a range of ability as the school deems appropriate. The width of this range and the number of pupils to whom the course was given would depend on various factors of which the most crucial would clearly be the availability of teachers and the nature of the syllabus prescribed by the Regional Examinations Board. At least two syllabuses, one with the Latin language and one without, would appear essential.

At the end of the first year some pupils could be transferred from the G.C.E. to the C.S.E. course. Transfer at the end of the second year would also be possible, but should be the exception rather than the rule, since by that time both courses will be well advanced along rather different lines. Such transfer ought not to be detrimental to a pupil's chances of gaining admission to university, provided that those departments or faculties which at present require a pass in G.C.E. 'O' Level Latin also recognise and accept a Grade One pass in C.S.E. Classical Studies. They would probably specify that this grade be obtained in the syllabus containing Latin language. This parity of status at the level of Grade One, besides facilitating transfer and easing the problem of educational guidance, is likely to have other and far-reaching consequences. Able pupils, apart from those who wish to study Latin to 'A' Level and possibly at university, would have an open choice between the G.C.E. and C.S.E. syllabus. The G.C.E. syllabus itself might well be influenced by some of the new emphases in C.S.E. Indeed, as many have already foreseen, the merging of G.C.E. at the Ordinary Level into an expanded form of C.S.E. is a logical development that may eventually occur. The experience of comprehensive secondary schools will probably encourage a move in this direction.

In conclusion, some of the proposals made here and elsewhere in this pamphlet for widening the basis of classical teaching will appear to strike at the roots of traditional scholarship by lowering the standard of linguistic discipline and excellence. In our concern to protect these standards we resent having to make too many concessions to those who cannot rise to them. But, in my view, the question facing us today is not simply a question of academic standards. It is basically a problem of cultural strategy. If we believe that some encounter with classical civilization contributes to the cultural development of those who experience it, even if only through the medium of translation and of history, then we shall address ourselves to the urgent task of making this encounter more widely available and more

easily assimilated. If we think of Classics in the new schools as having a lively role to play in the general education of boys and girls, then we shall experiment with a variety of courses. Some will be rigorously linguistic in the sense that they will teach a high standard of skill in reading Latin and Greek, coupled with training in the critical appreciation of what is read. Others will concentrate on classical history, literature in translation and the visual arts. Our criterion of standards will not be based on the needs of the future classical scholar, but upon the capacity of the child to understand and enjoy. What we teach will be drawn from the classical world, but the selection of material and the form in which it is presented will take account of varied abilities and interests. This would seem to be the first task of classical education today; all else is secondary. If we attend to it with vigour, imagination and conviction, we need not fear for the future of classical scholarship. It should thrive.

D. J. MORTON
Department of Education
Nottingham University

Postscript

It is no part of the business of JACT to make its members all think alike, and still less to present to the outside world an artificial solidarity in the face of external pressures. Consequently the contributors to this pamphlet were chosen to represent individual points of view and were invited without the slightest intention that they should produce an unanimous and consistent plan. We know that many of our members may well be facing reorganization of a kind that seems not only damaging to their own work but unwise on other grounds too. Into basic questions of educational philosophy we are not concerned to enter. It is, however, remarkable that our contributors, from different local backgrounds, are agreed on so much, and that they all recognise in changing administrative frameworks an opportunity for renewal rather than an occasion for lamentation. Even if secondary education were not in process of widespread change, it is clear that some of those who have written these papers would wish to see reforms in aims and methods, and that they wish to make of classical study in some form a common possession, whereas it has at times appeared to be a class privilege. In this they will surely have the support of most members of JACT, whatever differences of view or of emphasis there may be on details. We are none of us concerned to retain Latin under the guise of a vocational need or an examinational hurdle; that sort of thing belongs to the crammer and to the past. This is the time for a bold review of our practices and even of our aims. Such a review needs to be undertaken for itself by every school, even by every classical teacher, in the light of his own circumstances and his own conscience, and in free consultation with his colleagues; otherwise the English tradition of independence makes nonsense. But one thing above all is clear:

time will not stand still, and if we do not take vigorous steps and take them very soon, we shall seem to have been 'light half-believers in our casual creeds', unworthy of the claims that we and our predecessors have made for the virtues of classics as a part of a general education.

Our cause is shared and we are not alone. We are not engaged in any struggle to take teaching periods off the mathematicians, the scientists or the modern linguists. Their subjects, like ours, are part of the traditional training in values, which needs constant re-examination and constant defence if we are to make our proper contribution towards the intricate pattern of a common culture.

C. W. BATY